Utah Program Improvement Planning System (UPIPS) EXECUTIVE SUMMARY OF REPORT NORTH DAVIS PREPARATORY ACADEMY January 3, 2007

The attached report contains the results of the first two phases (Self-Assessment Process and On-Site Validation Visit) of the Utah Special Education Program Improvement Planning System (UPIPS). This Continuous Improvement Monitoring Process is conducted by the Utah State Office of Education (USOE) Special Education Services (SES), as required by the Individuals with Disabilities Education Act (IDEA), Part B. The process is designed to focus resources on improving results for students with disabilities through enhanced partnerships between charter school and district programs, USOE-SES, the Utah Personnel Development Center, parents, and advocates.

The first phase of this process included the completion of the Self-Assessment and the development of a Program Improvement Plan. The second phase, On-Site Validation, conducted in North Davis Preparatory Academy on December 4-5, 2006, included student record reviews, interviews with school administrators, teachers, and parents, and classroom observations. Parent surveys were also mailed to a small sample of parents. Information from these data sources was shared in an exit meeting attended by staff from North Davis Preparatory Academy.

This report contains a more complete description of the process utilized to collect data and to determine strengths, areas out of compliance with the requirements of IDEA, and recommendations for improvement in each of the core IDEA areas.

Areas of Strength

The validation team found the following:

General Supervision

- Special educators and other trained professionals are very knowledgeable of student needs.
- The teacher to student ratio has been recognized by parents as a strength of North Davis Preparatory Academy's Special Education program.
- A process for regular file monitoring has been established in order to keep a handle on the condition of incoming files.
- Every student with disabilities made adequate yearly progress under U-PASS during the 2005-2006 school year.
- Response to Intervention (RtI) process being implemented school wide to address the learning needs of all students within the school.
- Continuum of special education services available at North Davis Preparatory Academy.
- Current and compliant IEP forms in use consistently.
- Files were found to be well organized and complete.
- Strong paraeducator support for all students in general education classes.
- Charter school focus (bilingual education) was evident throughout the school (both posted and expressed by staff).
- Procedures in place school-wide to ensure confidentiality of student records.
- Initial evaluations and reevaluations completed within the IDEA 2004 timeline requirements for each.
- Positive school climate; teachers greet students each morning and are visible in hallways when classes are not in session.
- Teachers receive annual child find training on the referral process annually; parents are notified of child find process through parent newsletter.

Parent Involvement

- Parents are generally pleased with the special education services being provided for their student.
- Parent involvement is very important on every level of participation.
- Notice of Meetings for IEPs and Eligibility complete and included in special education files.
- Parental consent obtained and documented for evaluation and placement before student is assessed and placed in special education
- IEP records contain parent signatures when required and document copies to parents.
- Parent volunteers are utilized to provide interventions to students in lower grades, as needed.
- Parents reported receiving Procedural Safeguards and understanding them.

Free Appropriate Public Education in the Least Restrictive Environment

- IEPs are developed focusing on students with disabilities having access to the general curriculum and the goals relate to the state core curriculum.
- IEP goals and PLAAFP statements (Present Level of Academic Achievement and Functional Performance) were clear and measurable.
- IEP and Eligibility Determination decisions were made with the full participation of teams; documented by signatures and staff/parent reports.
- North Davis Preparatory has staff trained and implementing behavioral procedures, resulting in fewer disciplinary issues school-wide.
- IEPs included specific specialized services; some also included Functional Behavior Assessments (FBA) and Behavior Intervention Plans (BIP), as needed.

Transitions

North Davis Preparatory Academy does not have students of transition age at this time.

Disproportionality

- North Davis Preparatory Academy has few disciplinary issues that result in any suspension and has no suspensions of 10 days or greater.
- School has diverse population that is representative of the surrounding area.

Areas of Systemic Noncompliance*

- ✓ Reevaluations did not include a Review of Existing Data by the evaluation team.
- ✔ Copies to parents of Review of Existing Data not documented.
- ✓ IEP Content did not address how student will participate in state-wide assessment.
- ✓ IEPs not reviewed/revised within 1 year timeline.
- ✓ Placement not reviewed within 1 year timeline.

^{*}These areas represent items where the visiting team could not locate appropriate documentation of requirements of IDEA 2004 and Utah State Special Education Rules in student records or other data sources.